

Module Three

ARTIFACT 5A: CLIMATE SURVEY ANALYSIS

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- ✘ Reference pages 68-74 of the MELS Handbook
- ✘ The analysis of the climate or TWCS will include data related to the eight areas that the NC State Board of Education has identified to measure. These areas include time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, and instructional practices and support. The candidate will utilize the data to later develop the needs assessment in artifact 5B.

SCHOOL CLIMATE

✕ Cultural Factors:

- + Respect
- + Trust
- + Morale
- + Cohesiveness
- + Caring
- + Safety

WHY DOES SCHOOL CLIMATE MATTER?

- ✖ Positive school climate for students=
 - + Fewer behavioral and emotional problems
 - + Increase academic success
 - + Prevents antisocial behavior
 - + Creates smoother transition into new school
- ✖ Positive school climate for teachers/admins=
 - + Increased job satisfaction

EXPECTATIONS AND EVIDENCES

- ✖ Artifact 5A Expectations and Evidences

GRADING RUBRIC

School Culture and Safety					
Cultural Advocacy and Action Plan (CAAP)					
Key Artifacts: TWCS/Climate Survey Analysis, Needs Assessment, School Environmental Analysis, Cultural Competency Audit, Graphical Organization Chart.					
Assignment	Description	Emerging	Developing	Proficient	Accomplished
Part A: TWCS Analysis/Climate Survey Analysis	The analysis of the climate or TWCS will include data related to the five areas that the North Carolina State Board of Education have identified to measure. These areas include empowerment, leadership, facilities, resources, and time. The candidate will utilize the data to develop the needs assessment.	Climate analysis minimally references the TWCS to partially examine data related to empowerment, leadership, facilities, resources and/or time.	Climate analysis clearly references the TWCS to partially examine data related to empowerment, leadership, facilities, resources and/or time.	Climate analysis clearly references the TWCS to examine data related to empowerment, leadership, facilities, resources and time.	Climate analysis demonstrates collaboration with others in addition to examination of the TWCS to analyze data related to empowerment, leadership, facilities, resources and time.

SOUTH CAROLINA STUDENTS

✖ Options for Artifact 5A:

- ✖ 1. If you can gather sufficient data with respect to the 8 constructs (time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, and instructional practices and support), use what you have to develop Artifact 5A, your climate survey analysis.
- ✖ 2. If you feel as if your data is insufficient, identify a NC school that is close in proximity to yours. Seek permission from that school's leadership to work through the CAAP (Artifacts 5A – 5E) with their school. So, artifacts 5A – 5E will be about that particular school. Remember, though, that 5E will be completed in your fifth and final course.
- ✖ 3. Identify a NC student in this class who is willing for you to work with him/her on this artifact. He/she should be within close proximity so that you can meet to conduct some of the activities associated with the CAAP (Artifacts 5A – 5E).

SCHOOL CLIMATE RESOURCES

✕ To learn more about school climate, the link below is an excellent resource:

+ <http://www.schoolclimate.org/climate>

SCHOOL ADMINISTRATION

- ✖ Remember to always work closely with your school administrative team as you complete your assignments. Seek their advice as you work through your artifacts.

DUE DATE

✕ October 9, 2011

SUBMIT TO INSTRUCTOR AND TO TASKSTREAM

- ✘ This artifact will be submitted to me to grade.
- ✘ After I have graded it and returned it to you with suggestions for revisions, you should make revisions and then upload into TaskStream.

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